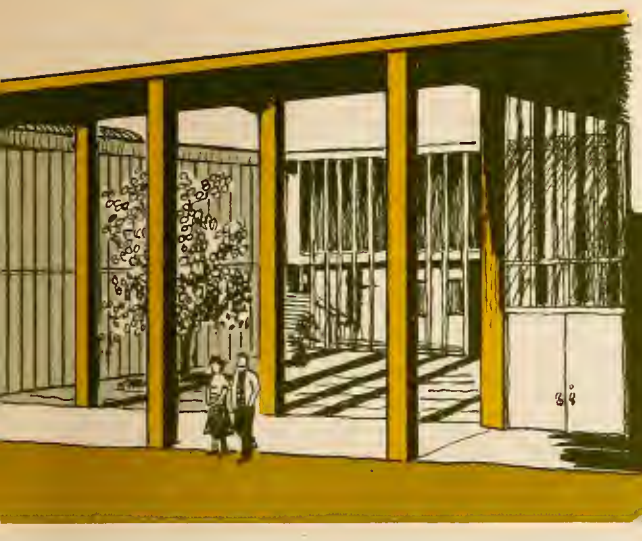
MRS. H. F. ANDERSON
ROCKFORD
TENNESSEE 37853



MARYVILLE COLLEGE
Bulletin

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Algie Sutton Accepts Campaign Chairmanship

Algie Sutton, '29, has accepted the general chairmanship of Phase II of the Sesquicentennial Development Campaign for Maryville College which will be launched the latter part of this month.

The campaign will raise money for a new health and physical education building, a new library, renovation of Thaw Hall for a Student Center, increased faculty salaries, and additional academic scholarships. The need totals $3 million.

Associate general chairman of the Campaign will be Carle M. Davis. He is secretary-treasurer of Harrison, Inc., general contractors of Alcoa, and is chairman of the Maryville College Development Council.

Sutton, of Greenville, S. C., has been a member of the Maryville College Board of Directors since 1964 and is currently serving a second term. He accepted the general chairmanship saying, "The completion of a modern physical plant and the maintenance of quality education is a priority. We must insure the future of Maryville College as it approaches 150 years of service to Maryville-Alcoa, Blount County, the state and the nation.

ALGIE SUTTON, '29
General Chairman Development Campaign

The support of alumni and friends, more than ever before, is now needed."

Joining Sutton in the leadership will be Robert C. Jackson, chairman of the advance gifts division. He is president of Harrison, Inc., general contractors of Alcoa.

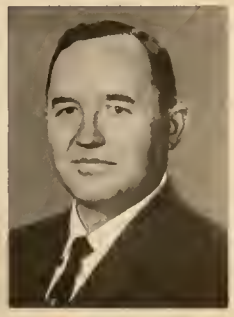
Dr. James N. Proffitt, '38, chief of staff for Blount Memorial Hospital, and member of the Board of Directors for Maryville College, will be in charge of gifts from the Board of Directors. Faculty and staff gifts will be solicited under the leadership of Miss Viola Lightfoot, '34, registrar of the College, and Dr. A. Randolph Shields, '34, chairman of the Biology Department.

The Initial Gifts Division chairman will be Ernest Koella, Jr., vice president of Rockford Manufacturing Company and a director of the Blount National Bank. Roy J. Fisher, manager of Alcoa's Tennessee Operations, will be chairman of the corporate gifts section. Commercial gifts will be lead by Frank McNutt, '28, president of McNutt Motor Company, Maryville. H. C. "Woody" Brinegar, general manager of the J. C. Gillespie Insurance Company, will be chairman of individual gifts in the Initial Gifts Division. Area gifts will be handled by Clifford H. "Bo" Henry, '50, account executive of Abbott, Proctor, and Paine Stock Broker, Knoxville.

John W. Proffitt, '41, president of Proffitt's Department Store, Maryville, will lead the Primary Gifts Division.

(Continued on Page 24)

Carle M. Davis
Assoc. Co-Chairman
Development Campaign



Robt. C. Jackson
Chairman
Advanced Gifts

Dr. J. N. Proffitt, '38
Chairman
Director's Gifts

Viola Lightfoot, '34
Chmn. Faculty and
Staff Gifts

Dr. A. R. Shields, '34
Chmn. Faculty and
Staff Gifts

Roy J. Fisher
Chairman
Corporate Gifts

Plan Nationwide Alumni Campaign Dinner-Meetings

Thirty-two Maryville College alumni dinner meetings are being planned throughout the country, between May 6 and June 7, to launch Phase II of the College's Sesquicentennial Development Campaign. This is the most ambitious program ever undertaken by the College and every alumnus' help is needed to make this campaign a success.

The dates of the meetings have been set as shown in the schedule below. Plan now to attend the alumni meeting being held in your area and watch for special announcement material coming to you from the Alumni Office.

Either Bill A. Fleming, MC Director of Development, or Linwood F. Snider, Jr., Executive Secretary of the MC Alumni Association, will be present at every dinner meeting to present a program covering the present status of Maryville College and what the future may include.

Blount County—May 6, Lin Snider and Bill Fleming
Chattanooga, Tenn.—May 8, Lin Snider
Nashville, Tenn.—May 9, Lin Snider
Johnson City, Tenn.—May 9, Fleming
Memphis, Tenn.—May 10, Lin Snider
Winston-Salem, N.C.—May 11, Fleming
Knox County—May 13, Bill Fleming
Louisville, Ky—May 14, Bill Fleming
Baltimore, Md.—May 14, Lin Snider
Philadelphia—May 15 & 16, Lin Snider
Cincinnati, Ohio—May 16, Bill Fleming
Cleveland, Ohio—May 17, Bill Fleming
North New Jersey—May 18, Lin Snider
Indianapolis, Ind.—May 20, Bill Fleming
New York City—May 20, Lin Snider
Boston, Mass.—May 21, Lin Snider
Chicago, Ill.—May 22, Bill Fleming
Buffalo, N.Y.—May 22, Lin Snider
Detroit, Mich.—May 23, Bill Fleming
Pittsburgh, Pa.—May 24, Lin Snider
Richmond, Va.—May 24, Bill Fleming
Washington, D.C.—May 25, Bill Fleming
Birmingham, Ala.—May 27, Bill Fleming
Tucson, Ariz.—May 27, Lin Snider
Atlanta, Ga.—May 28, Bill Fleming
Los Angeles, Calif.—May 28, Lin Snider
Columbia, S.C.—May 29, Bill Fleming
San Francisco, Calif—May 29, Snider
Ocala, Fla.—June 4, Bill Fleming
Daytona Beach, Fla—June 5, Fleming
Ft. Lauderdale, Fla.—June 6, Fleming
Tampa, Fla.—June 7, Bill Fleming

Your Company May Match Your Gift To Maryville College Fund

We are sure many of you are familiar with the television commercial describing, "How to Stretch Your Coffee Break." There possibly have been times when you wished for more than just the sponsors product to help you along. Unfortunately the editorial staff of the Bulletin is not an authority regarding the coffee break dilemma, but we can suggest a way to "s-t-r-e-t-c-h" your contribution to Maryville College.

If you are employed by one of 384 business firms in the United States which subscribe to the Matching Gift Program, your employer will send a matching gift to Maryville College duplicating your original contribution.

In essence your employer is recognizing the worth of an educated individual. His gift matching program is a way to show his appreciation to higher education.

This partnership can easily be arranged. For example, any regular full-time or retired employee of the Aluminum Company of America may obtain an application form by contacting his personnel office. He makes his gift and sends along the matching gift form.

The ALCOA Foundation will match individual gifts from a minimum of $25 each to a maximum of $1000 in any calendar year. The employees donation must be a personal one (not merely pledged), and it must be made directly to the College in the form of a check, cash or securities having a quoted market value. The total contribution may be a single gift or an accumulation of several smaller ones of at least $25 each.

This procedure is followed by 384 companies throughout the country. Perhaps your company is one of them. If you are considering a gift to Maryville College, take the necessary steps to have it matched by your employer. Both contributions can be counted towards the $250,000 goal Maryville College has set for current expenses over the next three years.

Should your firm fail to support such a program, perhaps you can encourage them to get a plan underway.

Most business concerns today realize and support the need for higher education. Gift matching is one of the ways which industry contributes, and it has become an increasingly significant source of annual support.

Here is a partial list of the companies which have matching gift programs:

Aetna Life and Casualty
Burlington Industries
Chrysler Corporation
Connecticut General Life Insurance
Esso Education Foundation
Ford Motor Company
General Electric
Gillette Company
Gulf Oil Corporation
Honeywell, Inc.
International Business Machines Corp.
Kimberly-Clark Corporation
McGraw-Hill, Inc.
Merck and Co., Inc.
National Lead
Norton Company
Provident Life and Accident Insurance
Reader's Digest
Rohm and Haas
Rust Engineering
Schering Corporation
Simonds Saw and Steel
Sterling Drug, Inc.
Textron, Inc.
Vulcan Materials

Doug Olsen Outstanding Senior Chemistry Major

Douglas R. Olson, a senior from Orchard Park, N.Y. has been chosen as the outstanding senior chemistry major at Maryville College and was honored at a dinner meeting of the East Tennessee Section of the American Chemical Society in Knoxville.

Every year this group honors the outstanding seniors from area colleges.

Mr. Olson is president of the Student Affiliate American Chemical Society, president of the Student Married Couples and placed on the Academic Dean's List during the Fall Term. He was cited as the outstanding freshman in Chemistry in 1965 by the American Rubber Company.

Merry Burlingham Gets Woodrow Wilson Mention

Merry L. Burlingham, Maryville College senior from Deerfield Beach, Fla., has been named to the Honorable Mention list of the 1968-69 Woodrow Wilson National Fellowship Foundation.

The Woodrow Wilson National Fellowship Foundation has designated 1,124 college seniors at 309 colleges and universities in the United States and Canada as among the best future college teacher prospects on the continent.

Graduate deans are receiving a list of the designates' names with the recommendation that all are "worthy of financial support in graduate school."

Fifteen regional committees made up of members of the academic profession selected the 1,124 Woodrow Wilson Designates.

Maryville College Faces Critical Financial Crisis

In a special report included in this issue of the Alumni Bulletin, Dr. Grayson Kirk, President of Columbia University, said, "The plain fact is that we are facing what might easily become a crisis in the financing of American higher education, and the sooner we know about it, the better off we will be."

This "plain fact" is facing Maryville College, too. Therefore, the College is launching Phase II of the Sesquicentennial Development Campaign to raise the necessary funds to avert a financial crisis at the school. "We are asking support from alumni, corporations, foundations, and friends of the College," Dr. Joseph J. Copeland, MC President, explains. "It is our hope to start the next 150 years of Maryville College with a completely modern physical plant and continued excellent quality of instruction," he added.

Maryville College Is Not Alone

Maryville College is no different than Columbia University or hundreds of other institutions facing this same crisis. As the once popular TV show "Dragnet" so often stated, "All we want, m'am, is just the facts, the plain facts." So, here are the plain facts pertaining to Maryville College, showing how costs have risen since 1960 when we launched Phase I of the Sesquicentennial Development Campaign.

Operating expenditures for higher education more than tripled during the past decade throughout the country, and the same is true at Maryville College. In 1956-57, operating expenditures totaled $700,000 and in 1967-68, they were $2,100,000. The annual budget for 1968-69 is expected to be $2,500,000.

Capital expansion since 1960 totals $3,275,000. This includes $2,000,00 for three new dormitories, and $1,275,000 for the new science building. Yet, the College still needs a new health and physical education building, library, and student center to complete its physical plant.

College Operates Under Defecit

In spite of this progress, for the first time in seven years, Maryville College will operate under a deficit this year. The Board of Directors, in their October meeting, found it necessary to approve a $35,000 deficit for 1967-68. If new monies aren't secured before 1968-69, this deficit could easily be increased thereby placing the College in serious financial difficulty.

This problem is not unique to Maryville College. Other private colleges have found it necessary to spend part of their endowment just to meet current expenses. Rice University, for example, is now operating with a $950,000 deficit. Stanford University, another prestige school, is operating with a $2 million deficit. Regardless of size, all have one thing in common—the possibilty of impending financial crisis.

Strange Talk at Maryville

All of this talk may seem strange to the alumni and friends of Maryville College, who have watched the recent forward strides on campus in the areas of physical development and a new and improved curriculum. As McGeorge Bundy says, ". . . in the eyes of the American people . . . colleges and universities are a triumphant success. We come before the country to plead financial emergency at a time when our public standing has never been higher."

At Maryville College, a new curriculum was inaugurated in 1967 emphasizing more interdisciplinary and independent study. The innovative curriculum is carried out on all four class levels and has received national attention. Such a course of study allows students to develop broad understanding and relationships of many subjects.

Three New Residence Halls

In 1966, three new residence halls were completed. They house 96 students each and utilize a new concept in residence hall living. The rooms are arranged for groups of eight with an upperclassman serving as counselor. The new residence halls are an integral part of the campus life because 90 percent of the students live on the campus. The residence halls were built with a $1.9 million federal loan, and dorm rents for the next forty years are pledged to retire this loan.

With the occupation of the new Sutton Science Center in September of 1968, Maryville College will substantially strengthen its science program. The $1.3 million structure was made possible through Phase I of the Sesquicentennial Development Campaign. The building will house the departments of biology, chemistry, physics, and psychology. New equipment in classrooms and research areas will enable the students to receive a science education under the most modern conditions possible.

Faculty Salaries Below Average

Faculty salaries at Maryville College within the past years have been doubled; however, they are still below the national average. The increased salaries have helped retain excellent faculty members who enjoy working closely with students. About 35 percent of the faculty now have doctoral degrees. However, in order to recruit new faculty members, our salaries will have to remain competitive in the academic marketplace.

So the progress at Maryville College since 1960 has been great. Yet, at the same time, a college education has become increasingly complex and expensive. The cost of educating a student today is 20 times more than it was in 1950. However, during the same period, economy increased only three or four times as much. The explosion of knowledge, more scientific equipment and additional courses, and other factors account for these increased costs.

For example, look at faculty salaries. Ten years ago, the average faculty salary at Maryville College was $3,656. Today, the average is $8,510 and this is considered low in comparison to other comparable colleges. In fact a recent AAUP survey ranked Maryville College in the "D" category which is below the national average.

Individual Student Cost Low

Despite the increased costs in providing an excellent educational opportunity to our young people, the cost to the individual student has remained comparatively low. This is in keeping with the school's traditional policy that an education not be denied a student who is not able to pay a large sum of money. At Maryville College, total costs are only $1,800 a year. The Small College Annual for 1967-68 ranked Maryville 21 out of 25 selected small colleges in the South in terms of total costs. Other representative colleges include Centre College in Kentucky, $2,250; Southwestern in Memphis, $2,300; and Florida Presbyterian, $2,500.

The student at Maryville College pays for 61.5 percent of his education. This is a much higher percentage than some colleges, but the fact remains that money must come from other sources to make ends meet. The Board of Directors hesitate to raise costs for fear of inheriting another problem—pricing Maryville College out of the market for many well qualified students. A New England college admits, "Many of the best high school graduates can't afford to come here any more." A church related university on the West Coast says, "Even

(Continued on Page 4)

(Continued from Page 3)

though our tuition is below average, we have already priced ourselves out of part of our market."

A broader curriculum, more sophisticated classroom equipment, additional library acquisitions, increased faculty salaries, and inflation have contributed toward increased expenditures at Maryville College during the past decade. At the same time, the College's income has not kept pace in proportion.

Some have suggested that colleges become more efficient in the educational process. That is, with closed-circuit television and large lecture rooms, one can educate more students at a reduced total cost. The problem, however, is to increase efficiency without jeopardizing the special character of a small liberal arts college—small classes with maximum opportunity for student-faculty relationships.

Cost of Operating Will Rise

One thing is fairly certain. The cost of running Maryville College will continue to rise. The budget will become larger each year and additional monies will be needed. The Board of Directors, realizing this, has initiated Phase II of the Sesquicentennial Development Campaign to continue serving the youth of today and tomorrow. $3 million in new monies is needed over the next three years. One-fourth of this amount, $750,000, will be designated for current operations. The balance is for capital expansion.

Where are the sources of income for current operating expenses and capital development?

Endowment

The average person thinks a college is quite wealthy when they hear of an endowment totaling in the millions. At Maryville College, the endowment is about $3.5 million. Yet, this amount of money, invested wisely, only generates $170,000 a year in income. This is not much in terms of an operating budget totaling $2 million.

Church

The amount of financial support through the agencies of the United Presbyterian Church of the U.S.A. has been diminishing. This is true of most denominations throughout the United States. The U.P.U.S.A., for example, presently gives Maryville College an average of $25,000 a year for current expenses. By 1970, however, this amount will be reduced to $5,000 annually.

Under the 50 Million Fund, Maryville College was designated to receive only $35,000 for capital expansion. Fortunately, this amount has been oversubscribed through designated gifts. However, the total designations probably won't run more than $100,000.

Foundations

Foundations are another source of support for colleges and universities, but the field is very competitive. This year alone, 117 colleges and universities are campaigning to raise a combined total of $4 billion. The glamour of foundation giving is also dimmed by the fact that of all the money given to colleges and universities last year, only 10 percent came from foundations.

Federal Government

The Federal Government has provided grants and loans to Maryville College for several projects. For example, the Sutton Science Center received a $500,000 federal grant. The proposed Health and Physical Education Building will be partially built with a $500,000 grant. The three new residence halls were built with a $1.9 million loan from the federal government. In the near future, however, the federal government is unlikely to provide substantial capital support to colleges and universities. The war effort in Vietnam has caused the government to cut back huge sums of money originally allocated for building construction under the Higher Education Facilities Act of 1963. Also, the emphasis by the present administration is on individuals rather than buildings. Consequently, most of these funds go to the large universities with strong graduate and research programs.

Corporations

A few corporations have contributed to Maryville College in the past. Most large corporations make their contribution to higher education through a matching gift program. If an employee makes a contribution, they match it. Some 383 companies have matching gift programs. As one might suspect, most of Maryville's alumni have gone into service related fields and are not employed by these major corporations. The federal government allows corporations to give up to five percent of net income before taxes, but as an average, corporations gave less than 1% in 1966-67.

Alumni

This is one of Maryville College's most important sources of funds. Last year the majority of the money given to colleges and universities came from individuals, including alumni and friends.

In Phase I of the Campaign, 40 percent of the alumni made a gift to Maryville College. Except in a few instances, however, the gifts were small. If Maryville College is to encourage gifts from other sources, the alumni giving pattern must increase substantially.

Friends

Last year, 90 percent of the gifts to colleges and universities came from individual donors. As one can see by looking at the other sources of income, Maryville College is dependent upon friends for their continued interest and support.

The 150 Fund

In the past 150 years, the College has rarely called on its alumni and friends for substantial giving. Today, in an age of rising costs and the impending financial crisis at all colleges, the support of alumni and friends is absolutely essential.

The current campaign, titled the 150 Fund, will provide funds for a new health and physical education building, a new library, a better student center, increased faculty salaries, and additional scholarships. These needs, if met, will complete the physical plant at Maryville College and provide continued quality education.

In the words of President Copeland, "We are at the crossroads in our history. We must invest in Maryville College now or we may lose the opportunity to do so later. Those of the past have built Maryville College to what it is today. Ours is the privilege of insuring the future for tomorrow."

Alpha Gamma Sigma Honors 10 Seniors

Ten seniors with grade averages of 3.33 or better were accepted into Maryville College's Alpha Gamma Sigma, Honor Scholarship Society, during the annual Public Honors Day Recognition Ceremony. They are: Merry L. Burlingham, English major, Deerfield Beach, Fla.; Trudy K. Cochran, history major, Maryville, Tenn.; Marie E. Johnson, mathematics major, Jacksonville, Fla.; Douglas B. McGruther, economics major, Wayne, N. J.; Scribner A. Messenger, English major, Bartlesville, Okla.; Beverly N. Minear, English major, Coral Gables, Fla.; Meta Y. Robinson, English major, Olive Branch, Miss.; Nancy P. Ryan, elementary education major, Louisville, Ky.; E. Gayle Walker, elementary education major, Owensboro, Ky.; and Sherry F. Wood, elementary education major, Cleveland, Tenn.

A Special Report

The Plain Fact Is...

...our colleges and universities "are facing what might easily become a crisis"

OUR COLLEGES AND UNIVERSITIES, over the last 20 years, have experienced an expansion that is without precedent—in buildings and in budgets, in students and in professors, in reputation and in rewards—in power and pride and in deserved prestige. As we try to tell our countrymen that we are faced with imminent bankruptcy, we confront the painful fact that in the eyes of the American people—and I think also in the eyes of disinterested observers abroad—we are a triumphant success. The observers seem to believe—and I believe myself—that the American campus ranks with the American corporation among the handful of first-class contributions which our civilization has made to the annals of human institutions. We come before the country to plead financial emergency at a time when our public standing has never been higher. It is at the least an unhappy accident of timing.

—McGEORGE BUNDY
President, The Ford Foundation

A Special Report

A STATE-SUPPORTED UNIVERSITY in the Midwest makes a sad announcement: With more well-qualified applicants for its freshman class than ever before, the university must tighten its entrance requirements. Qualified though the kids are, the university must turn many of them away.

▸ A private college in New England raises its tuition fee for the seventh time since World War II. In doing so, it admits ruefully: "Many of the best high-school graduates can't afford to come here, any more."

▸ A state college network in the West, long regarded as one of the nation's finest, cannot offer its students the usual range of instruction this year. Despite intensive recruiting, more than 1,000 openings on the faculty were unfilled at the start of the academic year.

▸ A church-related college in the South, whose denomination's leaders believe in strict separation of church and state, severs its church ties in order to seek money from the government. The college must have such money, say its administrators—or it will die.

Outwardly, America's colleges and universities appear more affluent than at any time in the past. In the aggregate they have more money, more students, more buildings, better-paid faculties, than ever before in their history.

Yet many are on the edge of deep trouble.

"The plain fact," in the words of the president of Columbia University, "is that we are facing what might easily become a crisis in the financing of American higher education, and the sooner we know about it, the better off we will be."

THE TROUBLE is not limited to a few institutions. Nor does it affect only one or two types of institution. Large universities, small colleges; state-supported and privately supported: the problem faces them all.

Before preparing this report, the editors asked more than 500 college and university presidents to tell us—off the record, if they preferred—just how they viewed the future of their institutions. With rare exceptions, the presidents agreed on this assessment: *That the money is not now in sight to meet the rising costs of higher education . . . to serve the growing numbers of bright, qualified students . . . and to pay for the myriad activities that Americans now demand of their colleges and universities.*

Important programs and necessary new buildings are

> ALL OF US are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade.
>
> *—A university president*

being deferred for lack of money, the presidents said. Many admitted to budget-tightening measures reminiscent of those taken in days of the Great Depression.

Is this new? Haven't the colleges and universities always needed money? Is there something different about the situation today?

The answer is "Yes"—to all three questions.

The president of a large state university gave us this view of the over-all situation, at both the publicly and the privately supported institutions of higher education:

"A good many institutions of higher learning are operating at a deficit," he said. "First, the private colleges and universities: they are eating into their endowments in order to meet their expenses. Second, the public institutions. It is not legal to spend beyond our means, but here we have another kind of deficit: a deficit in quality, which will be extremely difficult to remedy even when adequate funding becomes available."

Other presidents' comments were equally revealing:

▶ *From a university in the Ivy League:* "Independent national universities face an uncertain future which threatens to blunt their thrust, curb their leadership, and jeopardize their independence. Every one that I know about is facing a deficit in its operating budget, this year or next. And all of us are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade."

▶ *From a municipal college in the Midwest:* "The best word to describe our situation is 'desperate.' We are operating at a deficit of about 20 per cent of our total expenditure."

▶ *From a private liberal arts college in Missouri:* "Only by increasing our tuition charges are we keeping our heads above water. Expenditures are galloping to such a degree that I don't know how we will make out in the future."

▶ *From a church-related university on the West Coast:* "We face very serious problems. Even though our tuition is below-average, we have already priced ourselves out of part of our market. We have gone deeply into debt for dormitories. Our church support is declining. At times, the outlook is grim."

▶ *From a state university in the Big Ten:* "The budget for our operations must be considered tight. It is less than we need to meet the demands upon the university for teaching, research, and public service."

▶ *From a small liberal arts college in Ohio:* "We are on a hand-to-mouth, 'kitchen' economy. Our ten-year projections indicate that we can maintain our quality only by doubling in size."

▶ *From a small college in the Northeast:* "For the first time in its 150-year history, our college has a planned deficit. We are holding our heads above water at the moment—but, in terms of quality education, this cannot long continue without additional means of support."

▶ *From a state college in California:* "We are not permitted to operate at a deficit. The funding of our budget at a level considerably below that proposed by the trustees has made it difficult for us to recruit staff members and has forced us to defer very-much-needed improvements in our existing activities."

▶ *From a women's college in the South:* "For the coming year, our budget is the tightest we have had in my fifteen years as president."

WHAT'S GONE WRONG?

Talk of the sort quoted above may seem strange, as one looks at the unparalleled growth of America's colleges and universities during the past decade:

▶ Hardly a campus in the land does not have a brand-new building or one under construction. Colleges and universities are spending more than $2 billion a year for capital expansion.

▶ Faculty salaries have nearly doubled in the past decade. (But in some regions they are still woefully low.)

▶ Private, voluntary support to colleges and universities has more than tripled since 1958. Higher education's share of the philanthropic dollar has risen from 11 per cent to 17 per cent.

▶ State tax funds appropriated for higher education have increased 44 per cent in just two years, to a 1967–68 total of nearly $4.4 billion. This is 214 per cent more than the sum appropriated eight years ago.

▶ Endowment funds have more than doubled over the past decade. They're now estimated to be about $12 billion, at market value.

▶ Federal funds going to institutions of higher education have more than doubled in four years.

▶ More than 300 new colleges and universities have been founded since 1945.

▶ All in all, the total expenditure this year for U.S. higher education is some $18 billion—more than three times as much as in 1955.

Moreover, America's colleges and universities have absorbed the tidal wave of students that was supposed to have swamped them by now. They have managed to fulfill their teaching and research functions and to undertake a variety of new public-service programs—despite the ominous predictions of faculty shortages heard ten or fifteen years ago. Says one foundation official:

"The system is bigger, stronger, and more productive than it has ever been, than any system of higher education in the world."

Why, then, the growing concern?

Re-examine the progress of the past ten years, and this fact becomes apparent: The progress was great—but it did not deal with the basic flaws in higher education's financial situation. Rather, it made the whole enterprise bigger, more sophisticated, and more expensive.

Voluntary contributions grew—but the complexity and costliness of the nation's colleges and universities grew faster.

Endowment funds grew—but the need for the income from them grew faster.

State appropriations grew—but the need grew faster.

Faculty salaries were rising. New courses were needed, due to the unprecedented "knowledge explosion." More costly apparatus was required, as scientific progress grew more complex. Enrollments burgeoned—and students stayed on for more advanced (and more expensive) training at higher levels.

And, for most of the nation's 2,300 colleges and universities, an old problem remained—and was intensified, as the costs of education rose: gifts, endowment, and government funds continued to go, disproportionately, to a relative handful of institutions. Some 36 per cent of all voluntary contributions, for example, went to just 55 major universities. Some 90 per cent of all endowment funds were owned by fewer than 5 per cent of the institutions. In 1966, the most recent year reported, some 70 per cent of the federal government's funds for higher education went to 100 institutions.

McGeorge Bundy, the president of the Ford Foundation, puts it this way:

"Great gains have been made; the academic profession has reached a wholly new level of economic strength, and the instruments of excellence—the libraries and

Drawings by Peter Hooven

EACH NEW ATTEMPT at a massive solution has left the trustees and presidents just where they started.

—A foundation president

laboratories—are stronger than ever. But the university that pauses to look back will quickly fall behind in the endless race to the future."

Mr. Bundy says further:

"The greatest general problem of higher education is money .... The multiplying needs of the nation's colleges and universities force a recognition that each new attempt at a massive solution has left the trustees and presidents just where they started: in very great need."

THE FINANCIAL PROBLEMS of higher education are unlike those, say, of industry. Colleges and universities do not operate like General Motors. On the contrary, they sell their two primary services—teaching and research—at a loss.

It is safe to say (although details may differ from institution to institution) that the American college or university student pays only a fraction of the cost of his education.

This cost varies with the level of education and with the educational practices of the institution he attends. Undergraduate education, for instance, costs less than graduate education—which in turn may cost less than medical education. And the cost of educating a student in the sciences is greater than in the humanities. Whatever the variations, however, the student's tuition and fees pay only a portion of the bill.

"As private enterprises," says one president, "we don't seem to be doing so well. We lose money every time we take in another student."

Of course, neither he nor his colleagues on other campuses would have it otherwise. Nor, it seems clear, would most of the American people.

But just as student instruction is provided at a substantial reduction from the actual cost, so is the research that the nation's universities perform on a vast scale for the federal government. On this particular below-cost service, as contrasted with that involving the provision of education to their students, many colleges and universities are considerably less than enthusiastic.

In brief: The federal government rarely pays the full cost of the research it sponsors. Most of the money goes for *direct costs* (compensation for faculty time, equipment, computer use, etc.) Some of it goes for *indirect costs* (such "overhead" costs of the institution as payroll departments, libraries, etc.). Government policy stipulates that the institutions receiving federal research grants

must share in the cost of the research by contributing, in some fashion, a percentage of the total amount of the grant.

University presidents have insisted for many years that the government should pay the full cost of the research it sponsors. Under the present system of cost-sharing, they point out, it actually costs their institutions money to conduct federally sponsored research. This has been one of the most controversial issues in the partnership between higher education and the federal government, and it continues to be so.

In commercial terms, then, colleges and universities sell their products at a loss. If they are to avoid going bankrupt, they must make up—from other sources—the difference between the income they receive for their services and the money they spend to provide them.

With costs spiraling upward, that task becomes ever more formidable.

HERE ARE SOME of the harsh facts: Operating expenditures for higher education more than tripled during the past decade—from about $4 billion in 1956 to $12.7 billion last year. By 1970, if government projections are correct, colleges and universities will be spending over $18 billion for their current operations, plus another $2 billion or $3 billion for capital expansion.

Why such steep increases in expenditures? There are several reasons:

▸ Student enrollment is now close to 7 million—twice what it was in 1960.

▸ The rapid accumulation of new knowledge and a resulting trend toward specialization have led to a broadening of the curricula, a sharp increase in graduate study, a need for sophisticated new equipment, and increased library acquisitions. All are very costly.

▸ An unprecedented growth in faculty salaries—long overdue—has raised instructional costs at most institutions. (Faculty salaries account for roughly half of the educational expenses of the average institution of higher learning.)

▸ About 20 per cent of the financial "growth" during the past decade is accounted for by inflation.

Not only has the over-all cost of higher education increased markedly, but the *cost per student* has risen steadily, despite increases in enrollment which might, in any other "industry," be expected to lower the unit cost.

Colleges and universities apparently have not improved their productivity at the same pace as the economy generally. A recent study of the financial trends in three private universities illustrates this. Between 1905 and 1966, the educational cost per student at the three universities, viewed compositely, increased 20-fold, against an economy-wide increase of three- to four-fold. In each of the three periods of peace, direct costs per student increased about 8 per cent, against a 2 per cent annual increase in the economy-wide index.

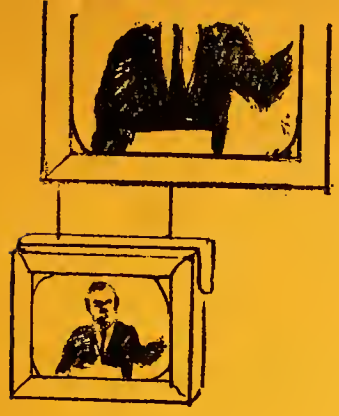
Some observers conclude from this that higher education must be made more efficient—that ways must be found to educate more students with fewer faculty and staff members. Some institutions have moved in this direction by adopting a year-round calendar of operations, permitting them to make maximum use of the faculty and physical plant. Instructional devices, programmed learning, closed-circuit television, and other technological systems are being employed to increase productivity and to gain economies through larger classes.

The problem, however, is to increase efficiency without jeopardizing the special character of higher education. Scholars are quick to point out that management techniques and business practices cannot be applied easily to colleges and universities. They observe, for example, that on strict cost-accounting principles, a college could not justify its library. A physics professor, complaining about large classes, remarks: "When you get a hundred kids in a classroom, that's not education; that's show business."

The college and university presidents whom we surveyed in the preparation of this report generally believe their institutions are making every dollar work. There is room for improvement, they acknowledge. But few feel the financial problems of higher education can be significantly reduced through more efficient management.

ONE THING seems fairly certain: The costs of higher education will continue to rise. To meet their projected expenses, colleges and universities will need to increase their annual operating income by more than $4 billion during the four-year period between 1966 and 1970. They must find another $8 billion or $10 billion for capital outlays.

Consider what this might mean for a typical private



university. A recent report presented this hypothetical case, based on actual projections of university expenditures and income:

The institution's budget is now in balance. Its educational and general expenditures total $24.5 million a year.

Assume that the university's expenditures per student will continue to grow at the rate of the past ten years—7.5 per cent annually. Assume, too, that the university's enrollment will continue to grow at *its* rate of the past ten years—3.4 per cent annually. Ten years hence, the institution's educational and general expenses would total $70.7 million.

At best, continues the analysis, tuition payments in the next ten years will grow at a rate of 6 per cent a year; at worst, at a rate of 4 per cent—compared with 9 per cent over the *past* ten years. Endowment income will grow at a rate of 3.5 to 5 per cent, compared with 7.7 per cent over the past decade. Gifts and grants will grow at a rate of 4.5 to 6 per cent, compared with 6.5 per cent over the past decade.

"If the income from private sources grew at the *higher* rates projected," says the analysis, "it would increase from $24.5 million to $50.9 million—leaving a deficit of $19.8 million, ten years hence. If its income from private sources grew at the *lower* rates projected, it would have increased to only $43 million—leaving a shortage of $27.8 million, ten years hence."

In publicly supported colleges and universities, the outlook is no brighter, although the gloom is of a different variety. Says the report of a study by two professors at the University of Wisconsin:

"Public institutions of higher education in the United States are now operating at a quality deficit of more than a billion dollars a year. In addition, despite heavy construction schedules, they have accumulated a major capital lag."

The deficit cited by the Wisconsin professors is a computation of the cost of bringing the public institutions' expenditures per student to a level comparable with that at the private institutions. With the enrollment growth expected by 1975, the professors calculate, the "quality deficit" in public higher education will reach $2.5 billion.

The problem is caused, in large part, by the tremendous enrollment increases in public colleges and universities. The institutions' resources, says the Wisconsin study, "may not prove equal to the task."

Moreover, there are indications that public institutions may be nearing the limit of expansion, unless they receive a massive infusion of new funds. One of every seven public universities rejected qualified applicants from their own states last fall; two of every seven rejected qualified applicants from other states. One of every ten raised admissions standards for in-state students; one in six raised standards for out-of-state students.

WILL THE FUNDS be found to meet the projected cost increases of higher education? Colleges and universities have traditionally received their operating income from three sources: *from the students*, in the form of tuition and fees; *from the state*, in the form of legislative appropriations; and *from individuals, foundations, and corporations*, in the form of gifts. (Money from the federal government for operating expenses is still more of a hope than a reality.)

Can these traditional sources of funds continue to meet the need? The question is much on the minds of the nation's college and university presidents.

▶ **Tuition and fees:** They have been rising—and are likely to rise more. A number of private "prestige" institutions have passed the $2,000 mark. Public institutions are under mounting pressure to raise tuition and fees, and their student charges have been rising at a faster rate than those in private institutions.

The problem of student charges is one of the most controversial issues in higher education today. Some feel that the student, as the direct beneficiary of an education, should pay most or all of its real costs. Others disagree emphatically: since society as a whole is the ultimate beneficiary, they argue, every student should have the right to an education, whether he can afford it or not.

The leaders of publicly supported colleges and universities are almost unanimous on this point: that higher tuitions and fees will erode the premise of equal oppor-

TUITION: We are reaching a point of diminishing returns. *—A college president*

It's like buying a second home. *—A parent*

tunity on which public higher education is based. They would like to see the present trend reversed—toward free, or at least lower-cost, higher education.

Leaders of private institutions find the rising tuitions equally disturbing. Heavily dependent upon the income they receive from students, many such institutions find that raising their tuition is inescapable, as costs rise. Scores of presidents surveyed for this report, however, said that mounting tuition costs are "pricing us out of the market." Said one: "As our tuition rises beyond the reach of a larger and larger segment of the college-age population, we find it more and more difficult to attract our quota of students. We are reaching a point of diminishing returns."

Parents and students also are worried. Said one father who has been financing a college education for three daughters: "It's like buying a second home."

Stanford Professor Roger A. Freeman says it isn't really that bad. In his book, *Crisis in College Finance?*, he points out that when tuition increases have been adjusted to the shrinking value of the dollar or are related to rising levels of income, the cost to the student actually declined between 1941 and 1961. But this is small consolation to a man with an annual salary of $15,000 and three daughters in college.

Colleges and universities will be under increasing pressure to raise their rates still higher, but if they do, they will run the risk of pricing themselves beyond the means of more and more students. Indeed, the evidence is strong that resistance to high tuition is growing, even in relatively well-to-do families. The College Scholarship Service, an arm of the College Entrance Examination Board, reported recently that some middle- and upper-income parents have been "substituting relatively low-cost institutions" because of the rising prices at some of the nation's colleges and universities.

The presidents of such institutions have nightmares over such trends. One of them, the head of a private college in Minnesota, told us:

"We are so dependent upon tuition for approximately 50 per cent of our operating expenses that if 40 fewer students come in September than we expect, we could have a budgetary deficit this year of $50,000 or more."

▸ **State appropriations:** The 50 states have appropriated nearly $4.4 billion for their colleges and universities this year—a figure that includes neither the $1–$2 billion spent by public institutions for capital expansion, nor the appropriations of local governments, which account for about 10 per cent of all public appropriations for the operating expenses of higher education.

The record set by the states is remarkable—one that many observers would have declared impossible, as recently as eight years ago. In those eight years, the states have increased their appropriations for higher education by an incredible 214 per cent.

Can the states sustain this growth in their support of higher education? Will they be willing to do so?

The more pessimistic observers believe that the states can't and won't, without a drastic overhaul in the tax structures on which state financing is based. The most productive tax sources, such observers say, have been pre-empted by the federal government. They also believe that more and more state funds will be used, in the future, to meet increasing demands for other services.

Optimists, on the other hand, are convinced the states are far from reaching the upper limits of their ability to raise revenue. Tax reforms, they say, will enable states to increase their annual budgets sufficiently to meet higher education's needs.

The debate is theoretical. As a staff report to the Advisory Commission on Intergovernmental Relations concluded: "The appraisal of a state's fiscal capacity is a political decision [that] it alone can make. It is not a researchable problem."

Ultimately, in short, the decision rests with the taxpayer.

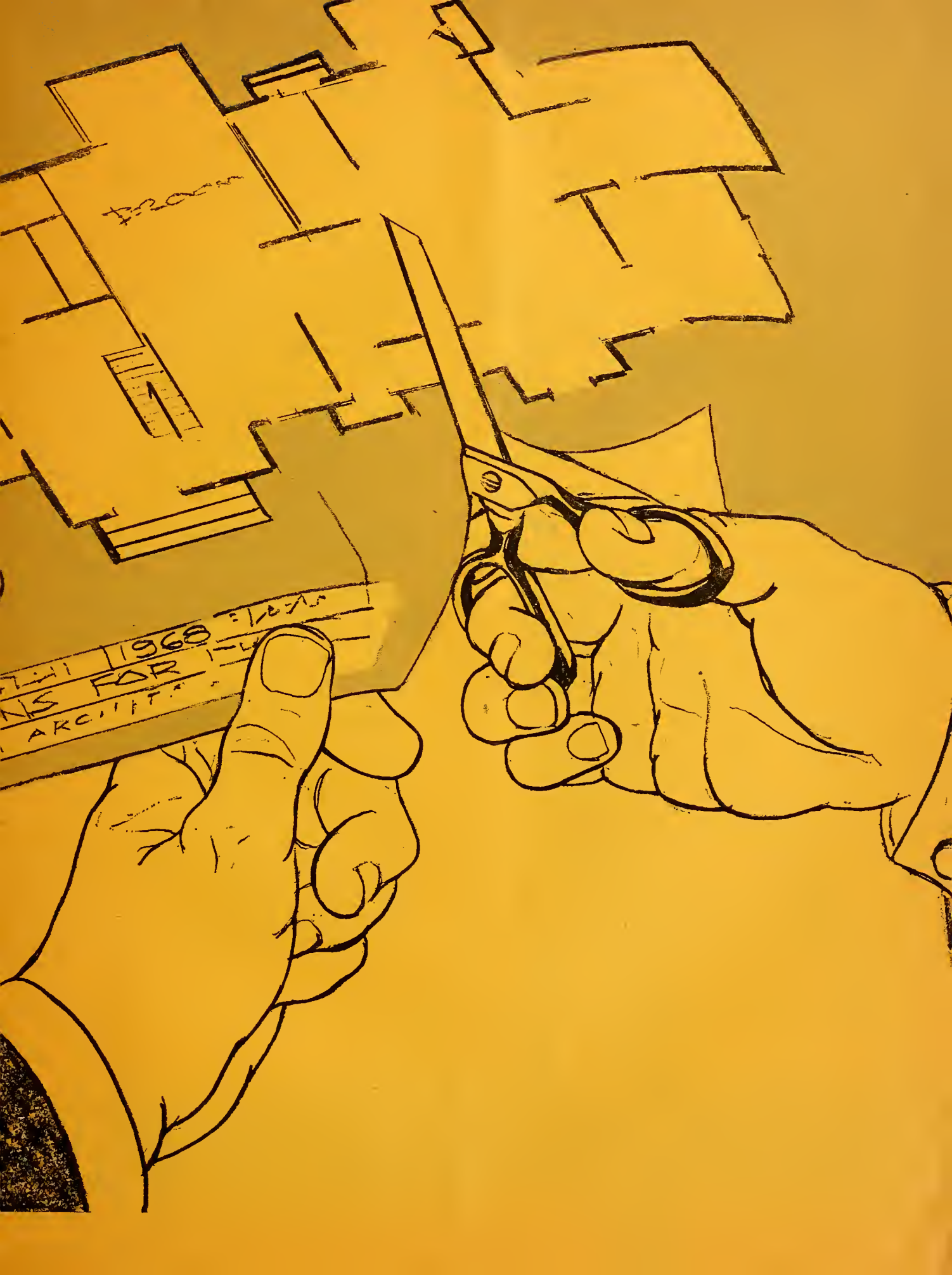
▸ **Voluntary private gifts:** Gifts are vital to higher education.

In private colleges and universities, they are part of the lifeblood. Such institutions commonly budget a deficit, and then pray that it will be met by private gifts.

In public institutions, private gifts supplement state appropriations. They provide what is often called "a margin for excellence." Many public institutions use such funds to raise faculty salaries above the levels paid for by the state, and are thus able to compete for top scholars. A number of institutions depend upon private gifts for student facilities that the state does not provide.

Will private giving grow fast enough to meet the growing need? As with state appropriations, opinions vary.

John J. Schwartz, executive director of the American Association of Fund-Raising Counsel, feels there is a great untapped reservoir. At present, for example, only one out of every four alumni and alumnae contributes to higher education. And, while American business corporations gave an estimated $300 million to education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in 1965–66, this was only about 0.37 per cent of their net income before taxes. On the average, companies contribute only about 1.10 per cent of net income before taxes to all causes—well below the 5 per cent allowed by the Federal government. Certainly there is room for expansion.

(Colleges and universities are working overtime to tap this reservoir. Mr. Schwartz's association alone lists 117 colleges and universities that are now campaigning to raise a combined total of $4 billion.)

But others are not so certain that expansion in private giving will indeed take place. The 46th annual survey by the John Price Jones Company, a firm of fund-raising counselors, sampled 50 colleges and universities and found a decline in voluntary giving of 8.7 per cent in 12 months. The Council for Financial Aid to Education and the American Alumni Council calculate that voluntary support for higher education in 1965–66 declined by some 1.2 per cent in the same period.

Refining these figures gives them more meaning. The major private universities, for example, received about 36 per cent of the $1.2 billion given to higher education —a decrease from the previous year. Private liberal arts colleges also fell behind: coeducational colleges dropped 10 per cent, men's colleges dropped 16.2 per cent, and women's colleges dropped 12.6 per cent. State institutions, on the other hand, increased their private support by 23.8 per cent.

The record of some cohesive groups of colleges and universities is also revealing. Voluntary support of eight Ivy League institutions declined 27.8 per cent, for a total loss of $61 million. The Seven College Conference, a group of women's colleges, reported a drop of 41 per cent. The Associated Colleges of the Midwest dropped about

ON THE QUESTION OF FEDERAL AID, everybody seems to be running to the same side of the boat.

—A college president

5.5 per cent. The Council of Southern Universities declined 6.2 per cent. Fifty-five major private universities received 7.7 per cent less from gifts.

Four groups gained. The state universities and colleges received 20.5 per cent more in private gifts in 1965–66 than in the previous year. Fourteen technological institutions gained 10.8 per cent. Members of the Great Lakes College Association gained 5.6 per cent. And Western Conference universities, plus the University of Chicago, gained 34.5 per cent. (Within each such group, of course, individual colleges may have gained or lost differently from the group as a whole.)

The biggest drop in voluntary contributions came in foundation grants. Although this may have been due, in part, to the fact that there had been some unusually large grants the previous year, it may also have been a foretaste of things to come. Many of those who observe foundations closely think such grants will be harder and harder for colleges and universities to come by, in years to come.

FEARING that the traditional sources of revenue may not yield the necessary funds, college and university presidents are looking more and more to Washington for the solution to their financial problems.

The president of a large state university in the South, whose views are typical of many, told us: "Increased federal support is essential to the fiscal stability of the colleges and universities of the land. And such aid is a proper federal expenditure."

Most of his colleagues agreed—some reluctantly. Said the president of a college in Iowa: "I don't like it . . . but it may be inevitable." Another remarked: "On the question of federal aid, everybody seems to be running to the same side of the boat."

More federal aid is almost certain to come. The question is, When? And in what form?

Realism compels this answer: In the near future, the federal government is unlikely to provide substantial support for the operating expenses of the country's colleges and universities.

The war in Vietnam is one reason. Painful effects of war-prompted economies have already been felt on the campuses. The effective federal funding of research per faculty member is declining. Construction grants are becoming scarcer. Fellowship programs either have been reduced or have merely held the line.

Indeed, the changes in the flow of federal money to the campuses may be the major event that has brought higher education's financial problems to their present head.

Would things be different in a peacetime economy? Many college and university administrators think so. They already are planning for the day when the Vietnam war ends and when, the thinking goes, huge sums of federal money will be available for higher education. It is no secret that some government officials are operating on the same assumption and are designing new programs of support for higher education, to be put into effect when the war ends.

Others are not so certain the postwar money flow is that inevitable. One of the doubters is Clark Kerr, former president of the University of California and a man with considerable first-hand knowledge of the relationship between higher education and the federal government. Mr. Kerr is inclined to believe that the colleges and universities will have to fight for their place on a national priority list that will be crammed with a number of other pressing

COLLEGES AND UNIVERSITIES are tough. They have survived countless cataclysms and crises, and one way or another they will endure.

—A college president

problems: air and water pollution, civil rights, and the plight of the nation's cities, to name but a few.

One thing seems clear: The pattern of federal aid must change dramatically, if it is to help solve the financial problems of U.S. higher education. Directly or indirectly, more federal dollars must be applied to meeting the increasing costs of *operating* the colleges and universities, even as the government continues its support of students, of building programs, and of research.

IN SEARCHING for a way out of their financial difficulties, colleges and universities face the hazard that their individual interests may conflict. Some form of competition (since the institutions are many and the sources of dollars few) is inevitable and healthy. But one form of competition is potentially dangerous and destructive and, in the view of impartial supporters of all institutions of higher education, must be avoided at all costs.

This is a conflict between private and public colleges and universities.

In simpler times, there was little cause for friction. Public institutions received their funds from the states. Private institutions received *their* funds from private sources.

No longer. All along the line, and with increasing frequency, both types of institution are seeking both public and private support—often from the same sources:

► **The state treasuries:** More and more private institutions are suggesting that some form of state aid is not only necessary but appropriate. A number of states have already enacted programs of aid to students attending private institutions. Some 40 per cent of the state appropriation for higher education in Pennsylvania now goes to private institutions.

► **The private philanthropists:** More and more public institutions are seeking gifts from individuals, foundations, and corporations, to supplement the funds they receive from the state. As noted earlier in this report, their efforts are meeting with growing success.

► **The federal government:** Both public and private colleges and universities receive funds from Washington. But the different types of institution sometimes disagree on the fundamentals of distributing it.

Should the government help pay the operating costs of colleges and universities by making grants directly to the institutions—perhaps through a formula based on enrollments? The heads of many public institutions are inclined to think so. The heads of many low-enrollment, high-tuition private institutions, by contrast, tend to favor programs that operate indirectly—perhaps by giving enough money to the students themselves, to enable them to pay for an education at whatever institutions they might choose.

Similarly, the strongest opposition to long-term, federally underwritten student-loan plans—some envisioning a payback period extending over most of one's lifetime—comes from public institutions, while some private-college and university leaders find, in such plans, a hope that their institutions might be able to charge "full-cost" tuition rates without barring students whose families can't afford to pay.

In such frictional situations, involving not only billions of dollars but also some very deep-seated convictions about the country's educational philosophy, the chances that destructive conflicts might develop are obviously great. If such conflicts were to grow, they could only sap the energies of all who engage in them.

IF THERE IS INDEED A CRISIS building in American higher education, it is not solely a problem of meeting the minimum needs of our colleges and universities in the years ahead. Nor, for most, is it a question of survive or perish; "colleges and universities are tough," as one president put it; "they have survived countless cataclysms and crises, and one way or another they will endure."

The real crisis will be finding the means of providing the quality, the innovation, the pioneering that the nation needs, if its system of higher education is to meet the demands of the morrow.

Not only must America's colleges and universities serve millions more students in the years ahead; they must also equip these young people to live in a world that is changing with incredible swiftness and complexity. At the same time, they must carry on the basic research on which the nation's scientific and technological advancement rests. And they must be ever-ready to help meet the immediate and long-range needs of society; ever-responsive to society's demands.

At present, the questions outnumber the answers.

► How can the United States make sure that its colleges and universities not only will accomplish the minimum task but will, in the words of one corporate leader,

NOTHING IS MORE IMPORTANT than the critical and knowledgeable interest of our alumni. It cannot possibly be measured in merely financial terms.
—A university president

provide "an educational system adequate to enable us to live in the complex environment of this century?"

▸ Do we really want to preserve the diversity of an educational system that has brought the country a strength unknown in any other time or any other place? And, if so, *can* we?

▸ How can we provide every youth with as much education as he is qualified for?

▸ Can a balance be achieved in the sources of higher education's support, so that public and private institutions can flourish side by side?

▸ How can federal money best be channeled into our colleges and universities without jeopardizing their independence and without discouraging support either from the state legislatures or from private philanthropy?

The answers will come painfully; there is no panacea. Quick solutions, fashioned in an atmosphere of crisis, are likely to compound the problem. The right answers will emerge only from greater understanding on the part of the country's citizens, from honest and candid discussion of the problems, and from the cooperation and support of all elements of society.

The president of a state university in the Southwest told us: "Among state universities, nothing is more important than the growing critical and knowledgeable interest of our alumni. That interest leads to general support. It cannot possibly be measured in merely financial terms."

A private college president said: "The greatest single source of improvement can come from a realization on the part of a broad segment of our population that higher education must have support. Not only will people have to give more, but more will have to give."

But *do* people understand? A special study by the Council for Financial Aid to Education found that:

▸ 82 per cent of persons in managerial positions or the professions do not consider American business to be an important source of gift support for colleges and universities.

▸ 59 per cent of persons with incomes of $10,000 or over do not think higher education has financial problems.

▸ 52 per cent of college graduates apparently are not aware that their alma mater has financial problems.

To America's colleges and universities, these are the most discouraging revelations of all. Unless the American people—especially the college and university alumni—can come alive to the reality of higher education's impending crisis, then the problems of today will be the disasters of tomorrow.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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3 Sesquicentennial Committees Complete Bulletin Announcements

This is the last but not the least, listing of committees, committee members and their function for the College's Sesquicentennial 365 day celebration, beginning June 2, 1969 with the Commencement exercises of that day and concluding with Commencement on June 1, 1970. The committees and their members are as follows:

Hospitality

Mrs. Verton M. Queener, former member of the College Faculty, wife of the late Dr. Queener, '24, Chairman of the Division of Social Sciences, is the Chairman of the Hospitality Committee. Members of this committee will act as official hostesses of the Sesquicentennial Celebration and see that rooms, meals and transportation is at the visitors disposal at all times.

Members of the committee are: Mrs. Earl W. Blazer; Mrs. E. Fay Campbell; Mrs. Joseph J. Copeland; Mrs. Bill A. Fleming; Mrs. Joe C. Gamble; Mrs. Harry H. Harter, Hostess of the Maryville College Dining Room; Mrs. Robert C. Jackson; Mrs. John Kenst; Mrs. James W. King; Mrs. H. F. Lamon, Jr.; Mrs. Harry H. Proffitt, Jr.; Mrs. William F. Taylor, Jr.; and Miss Margaret S. Ware, Dietitian, and Manager of the Maryville College Dining Room.

School House Replica

Leland C. Blackwood, owner of Montgomery and Blackwood Insurance Agency, Maryville, chairs the School House Replica Committee. This committee will have charge of the construction of Isaac Anderson's school house, exhibits placed in it and throughout the campus and all campus tours.

Members serving Mr. Blackwood are: Hugh R. Crawford, Jr., Assistant Business Manager and Purchasing Agent, Maryville College; J. R. Gamble, Jr., Floterial Representative for Blount and Loudon Counties in the Tennessee General Assembly, Maryville; Houston M. Goddard, Attorney, Goddard and Gamble Law Firm, Maryville; Lee Hagan, president, Hagan-McMurray Co., Maryville; James M. Henderson, Design Engineer, Aluminum Company of America; Mrs. Fred Henry, Maryville; Rodney Lawler, City Administrator, City of Maryville; James E. Penn, Purchasing Department, West Plant, Aluminum Company of America; John W. Proffitt, president, Proffitt's Dept. Store, Alcoa; Eugene Swann, Secretary-Treasurer and General Manager, Cherokee Lumber Co., and President, Retail Credit Association, Maryville.

Memorabilia

Edwin J. Best, Sr., Budget Analyst, TVA; Member, Board of Directors of Maryville College; is chairman of the Memorabilia Committee. This committee is conducting a research into the history of Maryville College and out of its Archives will prepare exhibits for the Sesquicentennial Program.

Serving as a committee for Mr. Best are Mrs. Edwin J. Best, Sr., Circulation and Reference Librarian, Maryville College; Miss Inez Burns, librarian, Lanier High School, Maryville; Mrs. Hugh R. Crawford, Jr., Assistant Order Librarian, Maryville College; the Rev. Dr. Ralph W. Lloyd, of Bradenton, Fla., President Emeritus, Maryville College; Mrs. Kenneth L. Martin, Maryville; Mrs. David L. McArthur, Maryville; Miss Nellie P. McCampbell, of Knoxville, Honorary Member, Board of Directors, Maryville College; Miss Virginia Turrentine, Librarian, Maryville College; and Miss Lois C. Wilson, Maryville.

College Receives $138,000 Grant Strengthens Programs, Curriculum

Senator Howard Baker has notified Dr. Joseph J. Copeland, Maryville College President, that the College has been awarded a grant for $138,200 for assistance as a "developing institution" under Title III of the Higher Education Act of 1965. This makes the third year in a row that Maryville College has received funds under this program. Last year's grant was for $78,200.

Dr. Copeland said, "This significant increase will enable us to continue strengthening our new curriculum and related programs, as well as the enhancing of our faculty by sending promising faculty members off for further study leading to the Ph.D. degree." This year five faculty members were granted leaves of absence to do advanced study. Under the provisions of this new grant, five more will be able to go in 1968-69. While gone, they are replaced by National Teaching Fellows, all of whom must have earned their Master's degree. A sum of $37,500 has been allocated to the College for this purpose.

The balance of the grant, $100,700, is to be used to move the College "nearer to the mainstream of higher education" in this country.

Students, Profs In Science Seminars At Oak Ridge

Twenty-four students and three professors from eight colleges, members of the Mid-Appalachia College Council, Inc. (MACCI) took part for a week in honor seminars in the natural sciences at Oak Ridge, Tenn. The seminars were arranged by the Special Training Division of the Oak Ridge Associated Universities.

Plans for the seminar were developed by a special committee of MACCI chaired by Dr. Boyd L. Daniels, Academic Dean of Maryville College. The committee included Professor Rufus Morrison, Biology Department, Tusculum College; Professor Cecil Nelson, Physics Department, Emory and Henry College; and Professor Carl T. Bahner, Chemistry Department, Carson-Newman College. Dr. William Countiss, of the Oak Ridge Institute of Nuclear Studies, acted as coordinator of the program.

The 24 students are all juniors and seniors majoring in one of the natural sciences at their respective colleges. They were selected by the committee from three dozen students nominated by the chairman of the various science departments. They were accompanied to Oak Ridge by three professors, Dr. Paul J. Ogren, Maryville Chemistry; Professor Charles Cook, Tusculum Physics, and Professor Morrison, Biology.

While at Oak Ridge, the students were concerned with the effects of nuclear activity and radiation in the biological, chemical, and physical sciences. They heard lectures by several of the outstanding scientists who are on the Oak Ridge staff, and engaged in intensive laboratory activity under the direction of specialists in these areas.

Chemistry students include Peter J. Park, senior from Maryville; and Terry E. Dorsett, junior from Ashland, Ky.

Biology students include Cynthia A. Cowgill, senior from McLean, Va.; and Nancy S. Eaker, junior from Decatur, Ala.

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J. Richard Herring, Editor

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Alumni News . . . . . Here and There

1932

Ralph B. Tefferteller is now Special Assistant to the Executive Director of the Unitarian Universalist Service Committee in Boston. He has special responsibility for the Committee's affairs in the Mid East and Far East.

1940

Lt. Col. John N. Badgett, Jr., recently received the U. S. Air Force Outstanding Supply Officer Certificate at Clark Air Base, Phillipines.

The Rev. George L. Hunt will celebrate the 25th anniversary of his ordination to the Presbyterian ministry on April 21, 1968. He is now the pastor of the Fanwood Presbyterian Church, Fanwood, New Jersey, where he has served since February, 1963. The Fanwood church plans to recognize the occasion of Dr. Hunt's 25th anniversary at services on April 21, 1968, when the visiting minister will be the Rev. J. Earl Jackman, who ordained Dr. Hunt. Mrs. Hunt is the former Mary Alice Minear, x'41.

1941

The Rev. Roland W. Anderson has been called to the pastorate of the Northminster Presbyterian Church in Washington, D. C.

Floyd J. Green received the Master's degree in Bio Chemistry from the Institution Divi Thomas, Cincinnati, Ohio, in September, 1967.

1943

Barbara Lorentz Farley is now Director of Medical Education at Warren Hospital in Phillipsburg, New Jersey. She is responsible for the training program of the residents and the postgraduate education lectures for the medical and dental staff.

1948

Dr. Esther Cornelius Swenson prepared the unfinished manuscript for publication of Dr. William F. Zuurdeeg's posthumous book, Man Before Chaos, published by the Abingdon Press in Nashville. Dr. Zuurdeeg was a professor at McCormick Theological Seminary, and Dr. Swenson had worked with him as a student and later as his colleague and assistant.

1952

Neale J. Pearson received the Ph.D. in Political Science from the University of Florida on December 19, 1967. He will be taking a group of 23 university students from Miami University, University of Florida, Antioch College and the University of Texas to the University of Parana, Curitiba, Brazil for two months of advanced Portuguese language training and lectures in various aspects of Brazilian political, economic and social life from June 18-Aug. 18, 1968.

1958

Peter John Bailey has been released from the Army with the rank of Captain after serving as helicopter pilot in Viet Nam. He is presently Business Manager for the Jesup (Ga.) Sentinel, a newspaper, printing and office supply shop. He is married and has a 2-and-a-half-year-old-son.

Capt. William C. Heird is a pediatrician at the Clark Air Base Hospital in the Phillippines.

George Podgorny, M. D., recently presented a paper, "The Use of the Doppler Shift of Ultrasound in Evaluation of Vascular System," at the annual meeting of the North Carolina Academy of Sciences. He has just returned from Asheville, North Carolina where, for the past four months, he was Chief of Surgery at the Western North Carolina Sanatorium, a hospital devoted exclusively to tuberculosis and diseases of the chest.

1959

Richard D. Crowder visited the Maryville campus in February, 1968. He is Guidance Counselor and language teacher at Fishburne Military School in Waynesboro, Virginia. Dick is married and has a daughter.

1961

Fred G. Morrison, Jr., x'61, has been selected as one of six young business and professional men in Piedmont North Carolina to take part in the Group Study Exchange program sponsored by Rotary International. He will make a trip to Israel in the spring of 1969, taking a six-week tour as guest of various Rotary clubs in Israel.

1964

Chris Carlisle is now Sales Representative for WSSU Radio in Petersburg, Virginia. He has bought a house in Matoaca, Virginia.

David L. Marx has a one-man show of his work in watercolors, oils and charcoal at Far Hills Inn in New Jersey. He received the M. A. degree from the University of Iowa in February, 1967, and is now working his way around the world with a friend before beginning work on the M. F. A. and teaching

Bert Randall has been awarded the Fielding Lewis Walker Fellowship in Doctrinal Theology at Louisville Presbyterian Theological Seminary.

Roger Thompson is teaching Spanish in the Chippewa Valley Public Schools in Mt. Clemens, Michigan. He is working toward a Master's degree program at the Universidad Ibero-Americana in Mexico City, Mexico and has completed one summer's work at the university.

1966

Hugh McCampbell is on a graduate research assistantship in Agricultural Entomology at Iowa State University and hopes to complete work for the M. S. degree this summer. He is also a member of the Iowa State Singers and the ISU Rodeo team. He will be initiated in April into Gamma Sigma Delta Agricultural Honor Society.

1967

James M. Gifford recently received the "Outstanding Young Educator" award from the Shelbyville, Tennessee Jaycees. He is in his second year of teaching mathematics at Wartrace High School and also sponsors the Student Council.

Wiley E. Webb, Jr. (Sonny) has been commissioned a second lieutenant in the U. S. Air Force. He recently graduated from Officer-Training School at Lackland AFB, Texas, and is being assigned to Vance AFB, Oklahoma, for pilot training.

MARRIAGES

Patricia S. Dobbin, '65, to Gary D. Chambers, June 17, 1967.

Robert Garrett Paul, Jr., '65, to Carol Lynne Weichel, x'70, Feb. 9, 1968.

Karen E. Keen, '66, to Ardie W. Killion, Jr., x'67, Mar. 11, 1967.

DEATHS

Dr. Robert L. Belt, '20, died Feb. 25, 1968, in California following a lingering illness. He received the M. D. from Rush Medical College and had practiced in California during all of his medical career. He was a fellow in the American College of Surgeons and in the American Proctologic Society. Survivors include his wife, Elizabeth Bassel Belt, '23, a son and two daughters.

Marian Krespech Hine, '21, died Dec. 30, 1967. Survivors include her husband, the Rev. Lowell C. Hine of West Englewood, New Jersey.

COMMENCEMENT WEEKEND June 1, 2, 3

SATURDAY, JUNE 1 — ALUMNI DAY

9 a.m. - 5 p.m. — Alumni Registration, Chapel Colonnade

10 a.m. - 12 noon — Meeting of Isaac Anderson Society, Fine Arts Center
Class Reunion Luncheons (See schedule below)

12 noon — Isaac Anderson Society Luncheon, College Dining Room

12:30 p.m. — Golden Scots Luncheon, Simple Simon Restaurant

4 p.m. - 6 p.m. — President's Reception honoring the Seniors and their parents, Morningside

6:30 p.m. — Alumni Banquet and Annual Alumni Association Meeting, Dining Room, Pearsons Hall, Seniors and their Parents invited

SUNDAY, JUNE 2 — BACCALAUREATE DAY

10:30 a.m. — Baccalaureate, Wilson Chapel

4 p.m. — Senior Music Hour, Music Hall, Fine Arts Center

8 p.m. — Commencement Vespers, Wilson Chapel

MONDAY, June 3 — COMMENCEMENT DAY

10:30 a.m. — Commencement exercises, Wilson Chapel

CLASS REUNION SCHEDULE

Alumni Day, June 1, 1968

Class of 1918.....Traveler's Restaurant, 12 noon
Class of 1923.....Simple Simon, 12 noon
Class of 1928.....Traveler's Restaurant, 12:30 p.m.
Class of 1933.....Wilson Taylor's cabin at Mountain Homes, 12:30 p.m.
Class of 1938.....Green Meadow Country Club, 12 noon
Class of 1943.....Traveler's Restaurant, 12:30 p.m.
Class of 1948.....Green Meadow Country Club, 12:30 p.m.
Class of 1953.....Look Rock for picnic, 12:30 p.m.
Class of 1958.....Holiday Park for picnic, 12 noon
Class of 1963.....Cades Cove for picnic, at 12:30 p.m.

BIRTHS

Mr. and Mrs. John E. Talmage, Jr., '61 (Sylvia Smith, '62), a daughter, Heidi Lynn, Dec. 11, 1967.

Mr. and Mrs. Joseph A. Casl (Virginia Pratt, '62), a daughter, Karyn Elaine, Jan. 14, 1968.

Mr. and Mrs. Robert E. Schultz, x'62 (Phyllis Stine, '61), a daughter, Jessie Ruth, their second child, Dec. 25, 1967.

Mr. and Mrs. O. Perry Tooker, III, x'63 (Gail Bielby, x'64), a son, O. Perry Tooker, IV, Feb. 2, 1968.

Mr. and Mrs. Charles E. Steele, x'65 (Merelee Knott, '63), a son, Shawn Charles, Sept. 1, 1967.

Dr. Harter Has 17th Choral Work Accepted

Dr. Harry H. Harter, Professor of Music and Chairman of the Department of Fine Arts at Maryville College, has had his 17th choral work accepted for publication. With Contrite Hearts Return, a choral work written for the Maryville College choir concert of 1967, will be published by Belwin Inc. and released in late spring.

Dr. Harter has been director of the Maryville College choir for the past 20 years and many of his published works have been written especially for the choir. The scores include a short oratorio, symphonic pieces, a tone poem for piano and orchestra, a ballet suite, solos for voice and various instruments, and choral pieces and arrangements.

Debate Team Has Successful Season Gets 7 Trophies

The Maryville College Debate Team ended a season of vigorous activity with a tremendous two-man effort which brought home the Men's Sweepstakes Trophy from the Pi Kappa Delta Regional Tournament at Old Dominion College, Norfolk, Va., on March 7, 8, and 9. Ray Phillippi, junior from Pittsburgh, Pa., and Jonathan Lutz, sophomore from Atlanta, Ga., compiled 42 points in debate and individual speaking events, with Jon winning first place in Oral Interpretation and Ray and Jon tying for second in both Extemporaneous Speaking and After Dinner Speaking.

An additional honor was earned by Jon Lutz with his election as Secretary-Treasurer of the Southeast Province of Pi Kappa Delta (National Forensic Honorary Society). He is the first student to hold this office, recently opened to students by Constitutional changes in the organization, and will serve for a two-year term.

The debate team has participated in seven major tournaments this year, in addition to hosting the annual Maryville Novice Tournament in the early fall. The team has added seven trophies to their growing list of honors this year, including a first place in Dramatic Reading by Diane Caylor, senior from Alcoa, at the Mountain Forensic Tournament at Appalachian State University at Boone, N.C., last November, Jon Lutz's second place in After Dinner Speaking at West Georgia College Invitational at Carrollton, Ga., and third place in Oral Interpretation at the Memphis State University Mint Julep Tournament; Ray Phillippi's first place in Extemporaneous Speaking, West Georgia, and second place at the Mint Julep; and a first place four-man team trophy in Varsity Debate at West Georgia. The team also collected 15 speaker certificates in various events this year.

Stevan Horning, sophomore from Indianapolis, Ind.; Knox Singleton, sophomore from Murphy, N. C.; Sandra Graham, sophomore from Princeton, N. J.; and Charles Myers, junior from Hammonton, N. J., have also been key members of the Maryville Squad this year, contributing numerous points toward team victories. Stevan Horning holds the best won-lost record on the squad with 20 wins against 13 defeats. Extra speakers traveling with the squad this year were Diane Caylor and Georgia Briggs, sophomore from Horsham, Pa.

(Continued from Page 1)

Dr. Barnett S. Eby, pastor of the New Providence Presbyterian Church, will chair the Church Gifts Division.

Alumni Gifts Division will be under the leadership of William R. Anderson, Jr., '54, vice president of the Bank of Maryville. Hugh T. McDade, public relations manager for Alcoa Tennessee Operations, will be chairman of the publicity committee. The treasurer of the campaign, titled the 150 Fund, will be Glenn H. Flack, president of the First Federal Savings and Loan Association of Maryville.

Sutton, in announcing the campaign leadership, said "I'm privileged to have these men and women join me in an effort to assure the future of Maryville College. They are dedicated persons and their talents will be an asset to the campaign."

Until his retirement in 1956, Sutton was associated with Combined Insurance Company of America. He joined the firm in 1933 after four years of teaching. He worked his way through Maryville College during the depression earning 15 cents an hour.

He and his wife, Elizabeth, have three daughters and two grandchildren. Sutton has served as deacon and elder in the Chadbourn Presbyterian Church, Chadbourn, N. C., and is a member of the Masonic Lodge. Sutton is also on the board of trustees for Miracle Hill School, Greenville, S. C.

During Phase I of the Sesquicentennial Development Campaign in 1964, Sutton gave $500,000 toward the construction of a new science center on campus. The building, named after him, will be occupied in September.

Use MC's Movie Film

Maryville College's award winning recruiting film was used recently as study material in the Radio and Television Techniques Workshop at the Southern District Meeting of the American College Public Relations Association in Birmingham, Ala.

Phase II of Sesquicentennial Development Campaign To Start

Phase II of the Sesquicentennial Development Campaign will be launched later this month to raise money for needs totaling $3 million at Maryville College.

The Board of Directors approved the campaign after surveying existing campus needs and consulting with professional planners. The Directors, in announcing the campaign, hope to have these funds available at the start of the College's Sesquicentennial Celebration in 1969.

The money raised from alumni, friends, foundations, corporations, and other sources, will be allocated to a new health and physical education building, a new library, a better student center, increased faculty salaries, and additional scholarships.

The first priority is a health and physical education building costing $1,450,000. Federal funds will provide $500,000 of the cost with the balance of $950,000 to be raised from other sources. This building will replace the function of Bartlett Hall, the swimming pool, Alumni Gymnasium, and the Intramural Gymnasium which have long outlived their intended use.

The proposed building will include classrooms, faculty offices, exercise areas, a swimming pool, and an auditorium-gymnasium capable of seating 3,600 persons.

Another capital need is a new library. A total of $1 million must be raised to build the first phase of this structure. The Directors, at a special meeting in February, gave "immediate goal" status to a new library after evaluating the present facility in Thaw Hall. Prime consideration was given to the lack of study space for students and storage area for new volumes, and the fact that the present building is not fire proof.

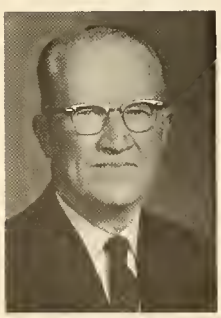
If the new library is built, Thaw Hall will be renovated for a Student Center at a cost of $300,000. Facilities would include space for reading and lounging, music, dances, snacks, organization and society meetings, and recreation.

Although Maryville College has raised faculty salaries substantially in recent years, the nation's economy has risen sharply in this same period of time. Consequently, a total of $450,000 is needed to raise faculty salaries during the next three years. This will keep the College competive with comparable institutions of higher education who have faculty compensation several thousand dollars above Maryville College.

Another $300,000 will be allocated to the scholarship program. There are few half or full tuition scholarships available and competition among colleges for exceptional, well qualified students has reached a new level.

The developmental campaign will be titled "150 Fund," referring to the College's 150 years of Service. All alumni will begin receiving complete information regarding the College's needs and what they can do to help. Alumni gifts will be solicited by classes, with the emphasis on the size of the class gift and the percentage of participation by each class.

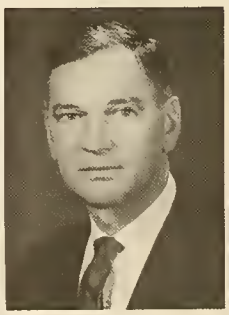
Bill Fleming, Director of Development, said, "Phase II of the Campaign will enable Maryville College to begin the second 150 years with a modern physical plant and continued educational quality. In order to achieve 100 per cent participation from alumni and others, the annual giving program will be suspended for the next three years as we ask everyone to make a most generous pledge to be paid over a period of four tax years."



Frank McNutt, '28
Chairman
Commercial Gifts

H. C. Brinegar
Chairman
Individual Gifts

C. H. Henry, '50
Chairman
Area Gifts



J. W. Proffitt, '41
Chairman
Primary Gifts

W. R. Anderson, Jr. '54
Chairman
Alumni Gifts

Glenn H. Flack
Campaign
Treasurer